

# Pre-Workshop Reflection

- How do you usually teach reading and writing in your KS1 classes?
- What are the major challenges?



**Connecting Reading  
and Writing  
Experiences in the  
Primary English  
Classroom at KS1**

**Reading**

**English  
Language**

**Writing**

**KS1  
Learners**

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## **Brief Reflection:**

**Discuss the extent to which you agree with the following statements with a partner or in trios.**

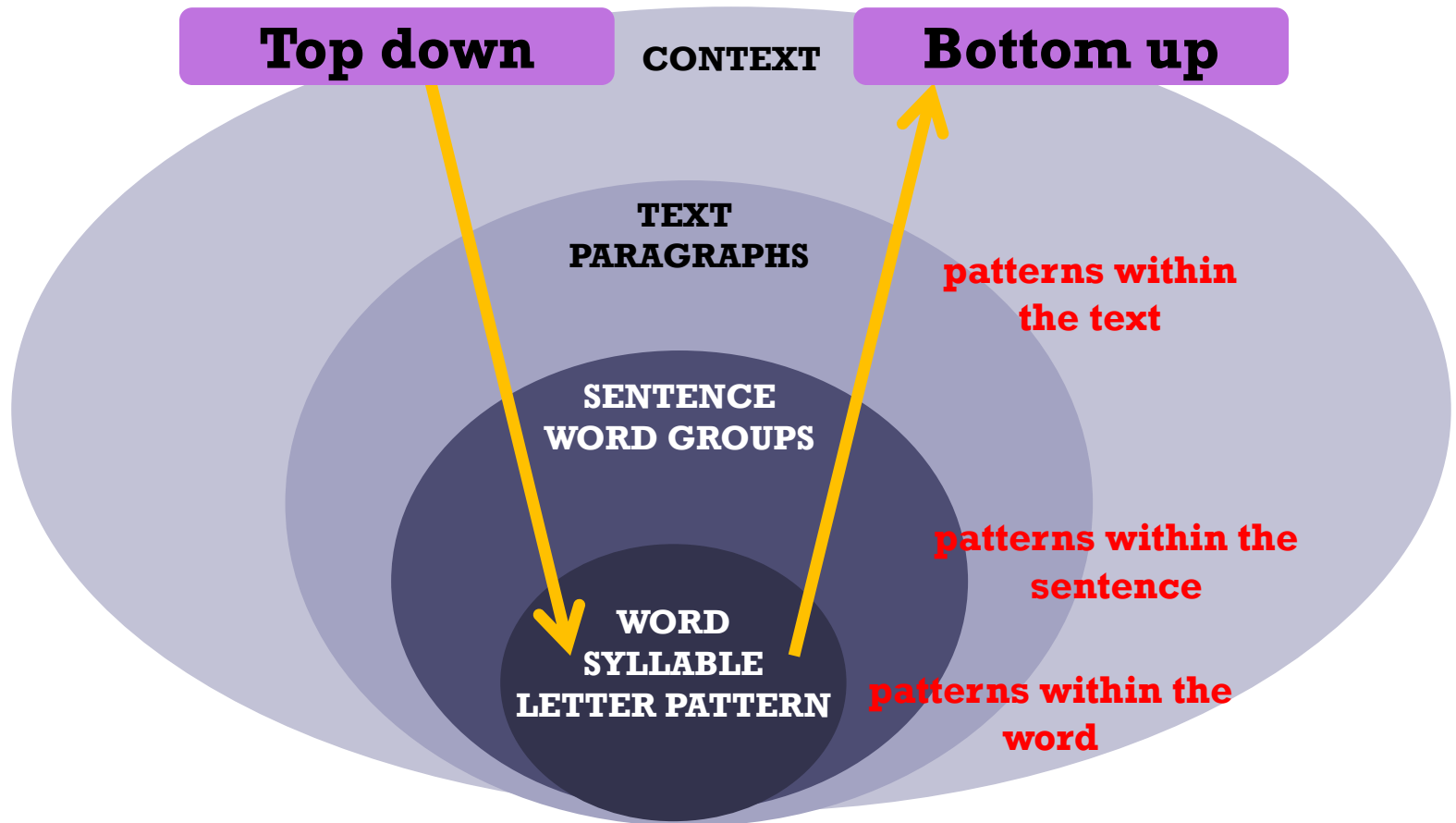
- 1. Reading and writing draw on very different language skills.**
- 2. KS1 learners read and write primarily narrative texts.**
- 3. Linking reading and writing tasks in the same teaching/learning sequence is more challenging than implementing them separately on the part of KS1 teachers and learners.**

# Overview of the Workshop:

- Introduction to 'genre-based pedagogy' and the 'reading-to-write' approaches
- Demonstration and reflections on a sample teaching sequence based on a 'reading-to-write' approach
- Participants' sharing on how they may connect reading and writing in coming KS1 lessons

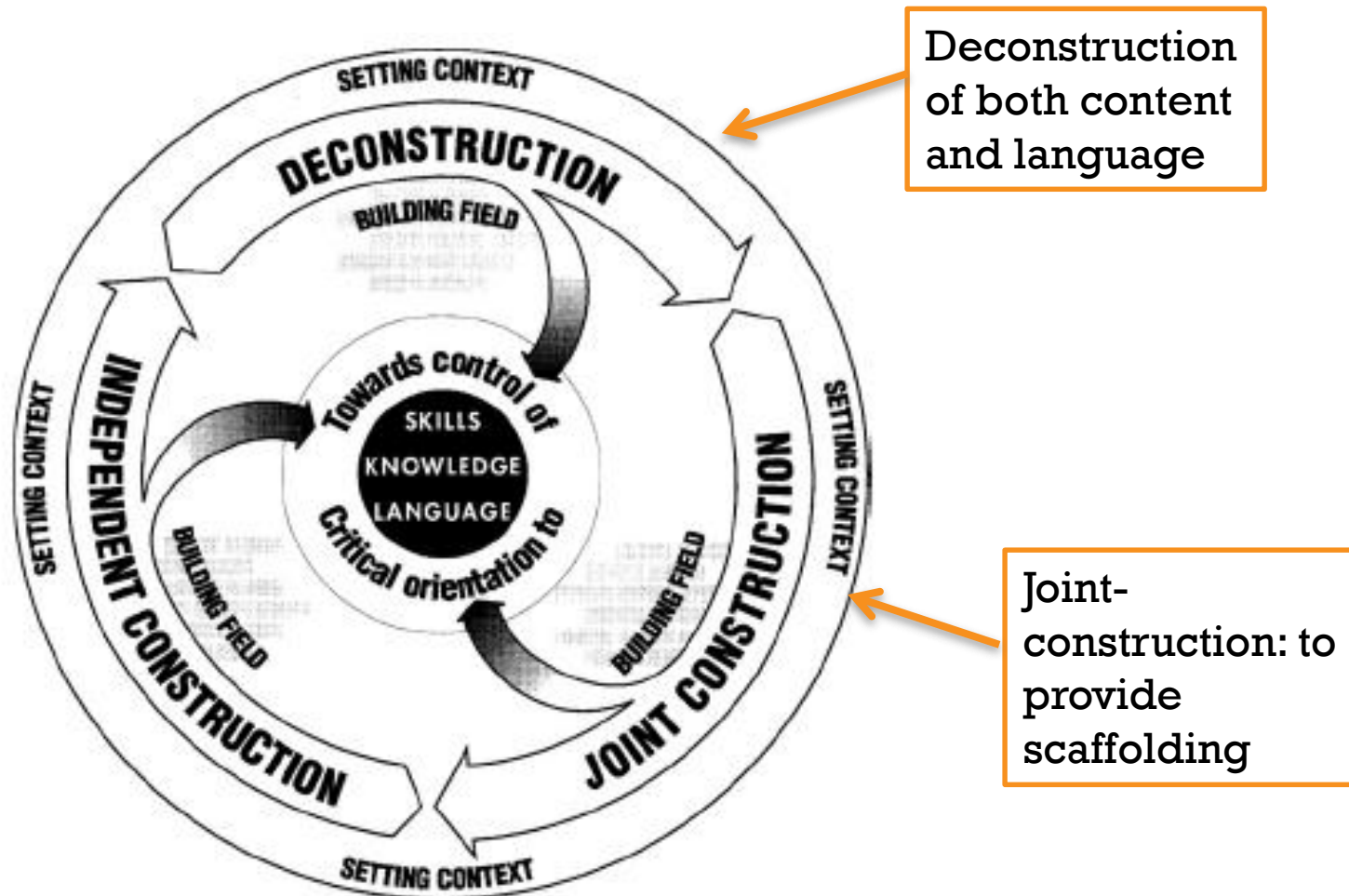
# Genre-based Pedagogy

A functional view of language in context (Rose, D. 2005)



# The Reading to Write Teaching/Learning Cycle & the importance of “deconstruction” & “joint construction”

■ TLC: General pedagogical framework



Now let's examine a TLC attempting to apply the above frameworks in a KS1 classroom.

**Situation: This is Nancy. She had a special PE Lesson today.**



# Pre-Reading

## Guiding Principles:

- Use of multimodal input to arouse the students' interest and activate their schemata of the topic of the reading text
- Introducing the rhetorical structure and genre features of the reading text
- Providing some initial practice for developing reading skills

# Pre-Reading

- Let's watch a video on what Nancy did with her classmates in the PE Lesson:
- <https://www.youtube.com/watch?v=7FvW2hODCIk>
- Think about these three questions while you are watching the video:
  - What did Nancy do in the PE lesson?
  - Where was she?
  - Did she enjoy the lesson? Why/why not?

# Pre-Reading

- When Nancy went home she wrote about the lesson. Let's read what she wrote:

*Tuesday, 27th May*

*Mr Kamiya played a fun game with us in the PE lesson today. It's called 'Let's go hunting!' We lined up and walked after him. Suddenly he shouted 'Bang!' We all ran back quickly, before he could tag us. We then jumped, jogged, skipped and slid after Mr Kamiya, and we always ran back faster than him. We won all rounds. It was great fun!*

*Nancy*

## Pre-Reading

1. What game did Nancy play?

2. Who is Mr Kamiya?

# Pre-Reading

3. Underline all the verbs describing what Nancy and her classmates did in the lesson.

*Tuesday, 27th May*

*Mr Kamiya played a fun game with us in the PE lesson today. It's called 'Let's go hunting!' We lined up and walked after him. Suddenly he shouted 'Bang!' We all ran back quickly, before he could tag us. We then jumped, jogged, skipped and slid after Mr Kamiya, and we always ran back faster than him. We won all rounds. It was great fun!*

What tense are these verbs in?

*Nancy*

# Pre-Reading

4. What are Mr Kamiya and the kids doing in each of the following parts of the video?

- A: 01:05-01:10 (walking)
- B: 02:45-02:50 (jogging)
- C: 01:20-01:25 (jumping)
- D: 01:55-02:00 (skipping)
- E: 03:10-03:15 (sliding)

5. Did the kids win the game or Mr Kamiya win the game? How?

6. How did Nancy feel after playing the game?

# Pre-Reading

- The text Nancy wrote is a journal. Let's understand more about a journal:
- Why did Nancy write a journal?
- Who did she write the journal for?
- What tense did she use in the journal? Why?
- Put the following in the right order:
  - How Nancy felt
  - Date of writing
  - Name and day of the activity
  - Nancy's name
  - What Nancy did

# While-Reading

## Guiding Principles:

- Using textbook texts to build KS1 students' reading skills
- Setting reading comprehension questions according to the EdB's KLA guide or Learning Progression Framework (LPF) and guiding the students to answer them one by one



# While-Reading

- Now read the following journals Nancy's classmates wrote, and answer some more questions:

# While-Reading

1. What did Sally do at her school fun fair?

- **She played games and collected stickers.**

Which reading skill(s) is/are being targeted?

locating specific information by

- identifying key words (ATM 2), e.g. 'played games', 'collected stickers'
- understanding the use of simple cohesive devices (ATM 2), e.g. the connective 'and' to refer to the two activities Sally took part in at the fun fair

# While-Reading

2. Who wasn't at school to join the school activity? Why?

■ **Joey. He was sick.**

Which reading skill(s) is/are being targeted?

**processing simple sentences by identifying meaningful chunks (ATM 2), e.g. 'My friend Joey was not at the fun fair.', 'He was sick.'**

# While-Reading

3. What is the name of the special event in Paul's journal?

■ **Games Day.**

Which reading skill(s) is/are being targeted?

**processing** simple sentences by using knowledge of basic conventions of written English (ATM 1), e.g. capitalisation in proper names

# While-Reading

4. When did Alan write his journal?

■ On Monday, 26th May.

Which reading skill(s) is/are being targeted?

locating specific information by recognising the simple format (ATM1) of a journal, e.g. beginning with a date

# While-Reading

5a. Which game was Alan last in?

■ **Long jump.**

Which reading skill(s) is/are being targeted?

**locating specific information by identifying key words (ATM2), e.g. 'I' , 'long jump', 'last'**

# While-Reading

5b. What did Alan's friends do?

- **They said something to make him happy.**

Which reading skill(s) is/are being targeted?

**following ideas by understanding the use of simple of cohesive devices (ATM2), e.g. the connective 'but' to refer to the positive support from Alan's friends in 'I was tired and unhappy, but my friends cheered me up.'**

# While-Reading

## Hands-on Task 1:

How about catering for the needs of the more able students? Can you set two more challenging items for those students according to the LPF (e.g. ATMs3, 4)?



# While-Reading

6. Who did not mention any sports in his/her journal?

■ Sally

Which reading skill(s) is/are being targeted?

**identifying main ideas**, e.g. the fun fair in Sally's journal, **and some supporting details explicitly stated in the text (ATM3)**, e.g. what Sally did during the fun fair

# While-Reading

7. What would Sally do when she met Joey?

- Sally would cheer him up/share some prizes with him etc.

Which reading skill(s) is/are being targeted?

deducing information and ideas by using semantic clues (ATM4), e.g. vocabulary like 'prizes', 'sick', 'missed'  
identifying simple stylistic features (ATM3):  
'Poor Joey!'

# While-Reading (Text 2)

## Hands-on Task 2:

Optional pre-reading activities can be implemented to engage the students with Text 2

Read Text 2 in the handout. Discuss with your partners how you may use the text to develop KS1 students' reading skills? What questions will you set? How will you guide the students to answer them?

You may refer to the Reading LPF document consider the skill foci of the previous items:


- locating specific information
- processing simple sentences
- understanding the use of simple of cohesive devices
- identifying main ideas and some supporting details
- deducing information and ideas by using semantic clues
- identifying simple stylistic features

# While-Reading (Text 2)

## Celebrating Chinese Festivals in Hong Kong

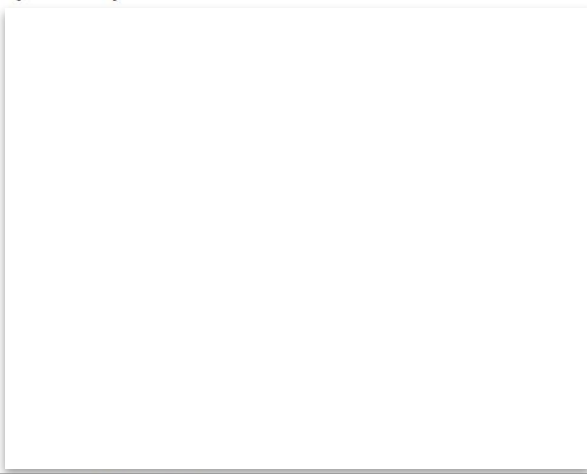
### Chinese New Year

This is the biggest festival in Hong Kong. Children get red packets from their parents and family members and friends wish each other good luck. Some also make New Year wishes at the temples.



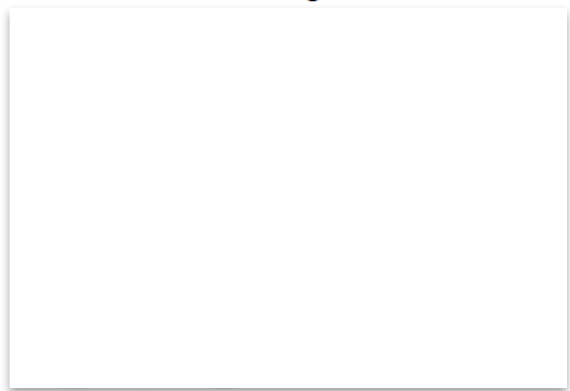
### Dragon Boat Festival

People form teams and they take part in Dragon Boat races. It's exciting to watch those races along the rivers or by the sea. People also eat rice dumplings on that day. They are yummy!



### Mid-Autumn Festival

The moon is the brightest and fullest that evening of the year. People go to watch the moon at country parks, beaches or the Peak. At the same time, they enjoy the delicious mooncakes in different flavours, like chocolate and mango.



# While-Reading (Text 2)

## Hands-on Task 2:

Some suggestions on questions:

1. What do children get at Chinese New Year?

locating specific information & processing simple sentences

2. What does the word 'biggest' suggest about Chinese New Year?

deducing information and ideas by using semantic clues

3. Who are the 'people' in the text?

identifying simple stylistic features

4. What do people do when they watch the moon at Mid-Autumn Festival?

understanding the use of simple of cohesive devices

# Post-Reading and Pre-Writing

## Guiding Principles:

- Integrating macro language skills in the TLC
- Guiding the students to analyse the structure of the target genre, together with the typical language features
- Scaffolding the students for the language forms and meanings of the writing task
- Opportunity to allow the students to rehearse their language use

# Post-Reading and Pre-Writing

Read Nancy's journal and the four in Text 1 again. Then answer the following questions:

1. What tense do we use in writing journals?  
Why? (Hint: **is** or **was**, **plays** or **played**, **wins** or **won**)
2. Put the following parts of a journal in the right order:

a. What and when the activity was

d. What the student did

b. How the student felt

e. The student's name

c. Date of writing

Why do they come in different colours?

# Post-Reading and Pre-Writing

3. Match the following sentences from the journals with the three middle stages above. Write the sentences in the appropriate boxes.

Name and day of the activity	
What the student did	
How the student felt	
Sentences: <u>Sports Day</u> was <u>last Thursday</u> . I was <u>very happy</u> ! It was <u>our school fun fair</u> yesterday. Poor <u>Joey</u> ! I was <u>in the long jump</u> too. I <u>kicked a ball into the goal</u> and <u>skipped with a rope</u> .	It was <u>great/a lot of fun</u> ! It was <u>Games Day</u> last Wednesday. I was <u>tired</u> and <u>unhappy</u> but <u>my friend</u> cheered me up. We were <u>very excited</u> ! I enjoyed <u>my PE lesson</u> last Friday. We <u>played games</u> and <u>collected stickers</u> .



# Post-Reading and Pre-Writing

4. Why do people write journals? Who do they write the journals for?

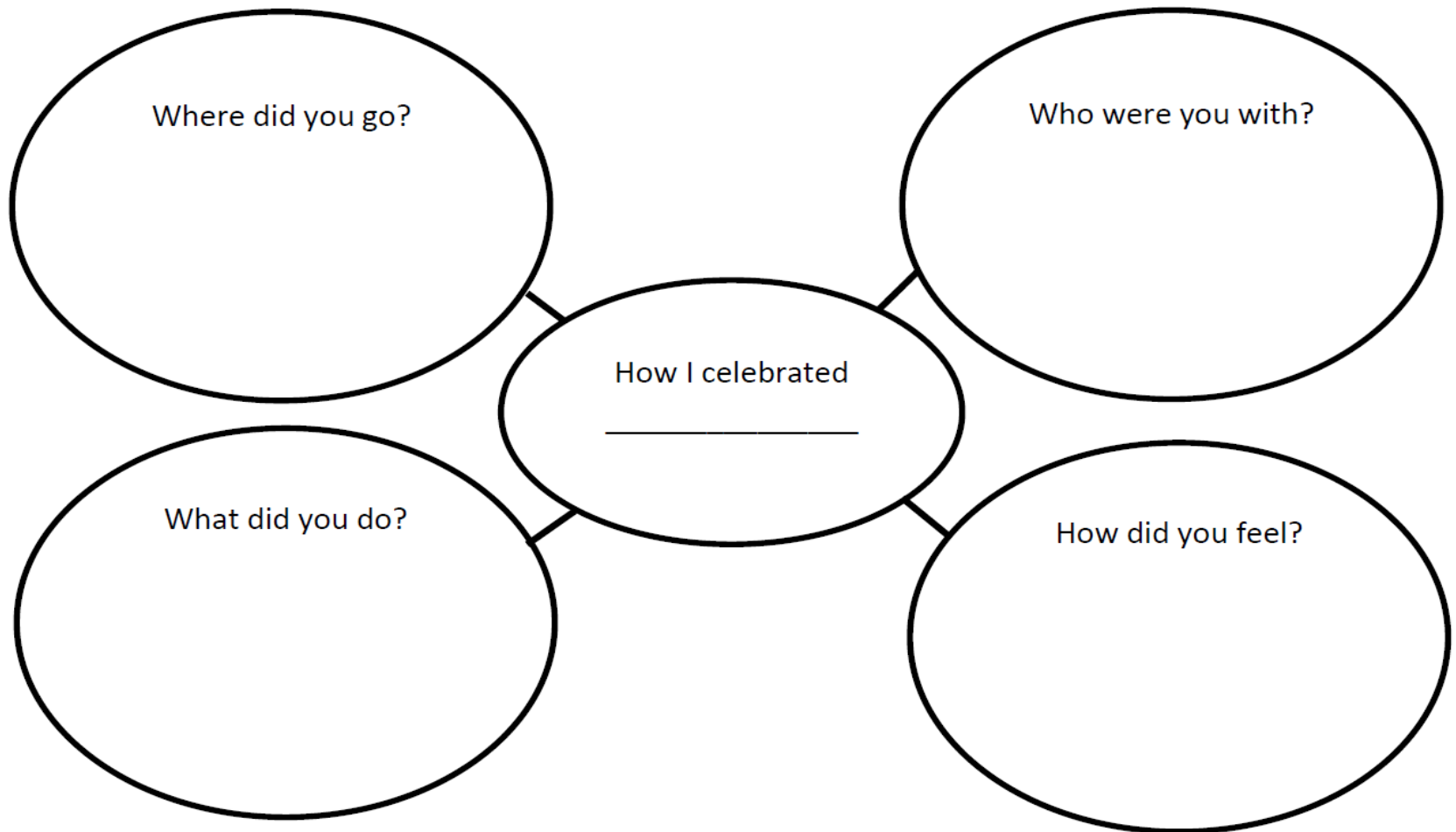
# Post-Reading, Pre-Writing and Speaking

Which Chinese festival do you like most? Draw two to three pictures on how you last celebrated that festival. Then get a partner and share what you did on that day with him/her. You may use the following questions to help you with the sharing:

1. When was the festival?
2. What did you do?
3. Who was/were with you?
4. How did you feel?

# Post-Reading, Pre-Writing and Speaking

Use the following mind-map to help you organise the content of your sharing:



# While-Writing

- Write a journal on how you last celebrated your favourite Chinese festival in 40-60 words. You may refer to the order of content and the table listing useful sentence patterns for the different parts of the journal.

# While-Writing

## Hands-on Task 3:

Can you suggest a new writing task (rather than the journal above) based on what the students have read in Text 2? What is the target genre and therefore what will be the rhetorical structure expected and the typical language features? How can we guide the KS1 students to prepare for the task? You may refer to the Writing LPF document in your planning process.

# Post-Writing

- Formative feedback on students' work (i.e. assessment for learning)
- Involving students in assessing their own and each others' work (i.e. assessment as learning)
- Interactive feedback conference
- Revision of drafts (as in process writing)

# Assessment **for/as** Learning

Additional Strategy for AfL and AaL:

Providing quality and timely feedback through the **'Two Stars and a Wish'** format:

Why not  
2 Stars &  
2 Wishes,  
1 Star & 2  
wishes  
etc.?

# A Wrap up

- Potential of identifying ‘threads’ for connecting reading and writing experiences: e.g. topic, genre, language patterns etc.
- Recycling and reinforcing students’ knowledge and language skills
- Active engagement with language at the text level on the part of the students
- Integrating macro language skills in the TLCs